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ABSTRACT

In spring 1995, a study was conducted at William Rainey Harper College (WRHC) in Illinois to determine the characteristics and perceptions of students enrolled in WRHC's Institute for Supervisory and Management Development from fall 1993 through spring 1995. Surveys were completed by 27 currently enrolled estimated for this study used K. S. Cameron's (1978, 1986) nine dimensions of on their characteristics, educational objectives, and evaluation of the effectiveness of the Institute. Study findings included the following: (1) 63% of the students were female, 36% had a bachelor's degree or higher, and their average age was 41; (2) unlike WRHC's other programs, 47% of the Institute's students came from outside the college's district; (3) 82% were employed in the service industry, while the median number of employees in respondents' place of work was 160; (4) with respect to their motivations in attending the Institute, 74.6% cited a desire to learn something new and 52.6% cited career advancement; (5) 33.6% rated the quality of instruction as excellent, 52.8% as very good, and only 13.6% as adequate; and (6) 80% cited the Institute's convenience as a major advantage, 56% the selection of offerings, 51% its low cost, and another 51% the high quality of instruction. The survey instrument is appended. (BCY)

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William Rainey Harper College

Office of

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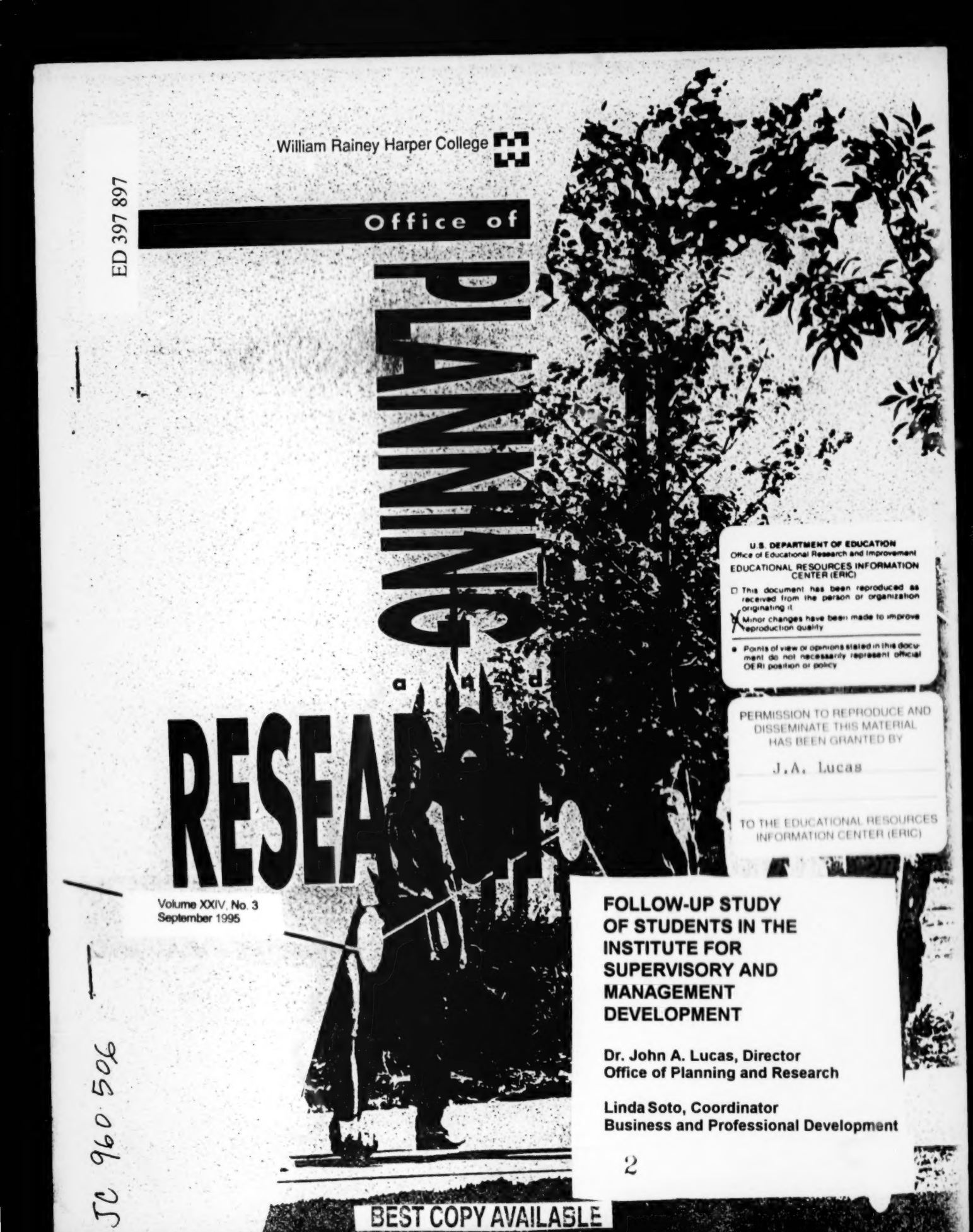

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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September 1995

FOLLOW-UP STUDY OF STUDENTS IN THE INSTITUTE FOR SUPERVISORY AND MANAGEMENT DEVELOPMENT

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JC 960 506

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ABSTRACT

The purpose of this study was to follow up students who had previously or were currently enrolled in courses or seminars in the Institute for Supervisory and Management Development (IMD). A survey instrument gathering demographic data about students, their reason for enrolling and their evaluation of the offerings was developed jointly by the Office of Planning and Research and the Coordinator of the Business and Professional Development Department.

After two mailings to former students, a 44 percent response rate was achieved and 27 surveys were completed in current classes. A total of 115 completed surveys were analyzed.

Results of the survey showed that the IMD Program draws students from a wide area including almost half who live outside the Harper College District. Most of those enrolled are higher level employees from mid-sized companies in the service industry from a broad geographic area including 40 percent located out of the Harper College District. Most students take the offerings to benefit their employer rather than themselves personally. The biggest advantage they cite for Harper offering the IMD program is its convenience. The offerings and the instructors are rated very highly.

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Purpose

The purpose of this study was to follow-up students who had previously or were currently enrolled in courses or seminars in the Institute for Supervisory and Management Development (IMD). The study was part of the Program Review being conducted and was requested by the Coordinator of Business and Professional Development.

Methodology and Population Served

The survey shown in the appendix was developed jointly by the Office of Planning and Research and the Coordinator of the IMD Program. The survey population was identified in two ways. Students enrolled in IMD in the spring of 1995 were surveyed in the classroom and 27 completed surveys were obtained in this way. Past students were identified by examining the rosters of students enrolled in IMD courses or seminars from the fall of 1993 through the fall of 1994. This means yielded 272 names from which a random sample of 200 was drawn. This sample was mailed the survey form with a return envelope and after the second mailing 88 completed forms were obtained for a 44 percent response rate. Thus, combining the mail responses with the forms administered in class, 115 survey forms were available for analysis.

Major Conclusions

The IMD Program draws students from a wide area including almost half who live outside the Harper College District. Most of those enrolled are higher level employees from mid-sized companies in the service industry from a broad geographic area including 40 percent located out of the Harper College District. Most students take the offerings to benefit their employer rather than themselves personally. The biggest advantage they cite for Harper College offering the IMD Program is its convenience. The offerings and the instructors are rated very highly.

Discussion of Results

Students who enroll in IMD offerings are 63 percent female with an average age of 41 and 36 percent having a bachelors degree or higher. This is pretty typical for all non-credit students at Harper College. What is not typical is that this program draws almost half of its enrollment (47%) from out-of-district mostly from DuPage and Lake Counties. Among those enrollees who live in Harper's District, the bulk live in Palatine or Schaumburg. In terms of their employment situation, two thirds are managers, supervisors or executives with another eight percent employed at the professional level. The vast majority (82%) are employed in the service industry with middle size companies - median of 160 employees. Many (40%) are employed outside the Harper District mostly in DuPage and Lake Counties. The biggest bulk of those working in Harper's District are employed in Schaumburg.

In terms of why students enroll in IMD, three fourths enroll to learn something new while just over half (53%) seek career advancement. The student's greatest expectation, by far, for these offerings is to increase general on-the-job knowledge. Rated highly, but further back, were the expectations to increase credentials and career opportunities. Over half hear about IMD offerings through their employment situation and over half have enrolled in IMD offerings previously. Only a little over a fourth of IMD students are working toward a management continuing education certificate.

For the most part, IMD enrollees rated the courses, seminars and instructors very highly. The biggest advantages cited for Harper College offering IMD courses and seminars was its convenience (80%), followed by selection of offerings (56%), low cost (51%), and high quality instruction (51%). The registration process for IMD offerings was rated in a very positive manner.

Thirty people offered suggestions for additional offerings and thirty-six offered suggestions for keeping students coming back. The suggestions covered a wide area of topics but it was evident that many do not know about all that is offered in Business and Professional Development and they would like to receive more information about what is offered.

Survey of Students in Institute for
Supervisory and Management Development

Gender	N	PCT
Male	42	36.8
Female	72	63.2
Total	114	100.0

Employment Status	N	PCT
Employed by someone else	108	94.7
Unemployed	1	.9
Self-employed	5	4.4
Total	114	100.0

Age	N	PCT
Under 21	0	0
21 - 25	5	4.4
26 - 35	36	31.6
36 - 45	34	29.8
46 - 61	36	31.6
62 and Older	3	2.6
Total	114	100.0
Average Age	41.4	

Education Level	N	PCT
Less than High School	2	1.8
High School	12	10.7
Some College	58	51.8
Bachelor Degree	23	20.5
Advanced Degree	17	15.2
Total	112	100.0

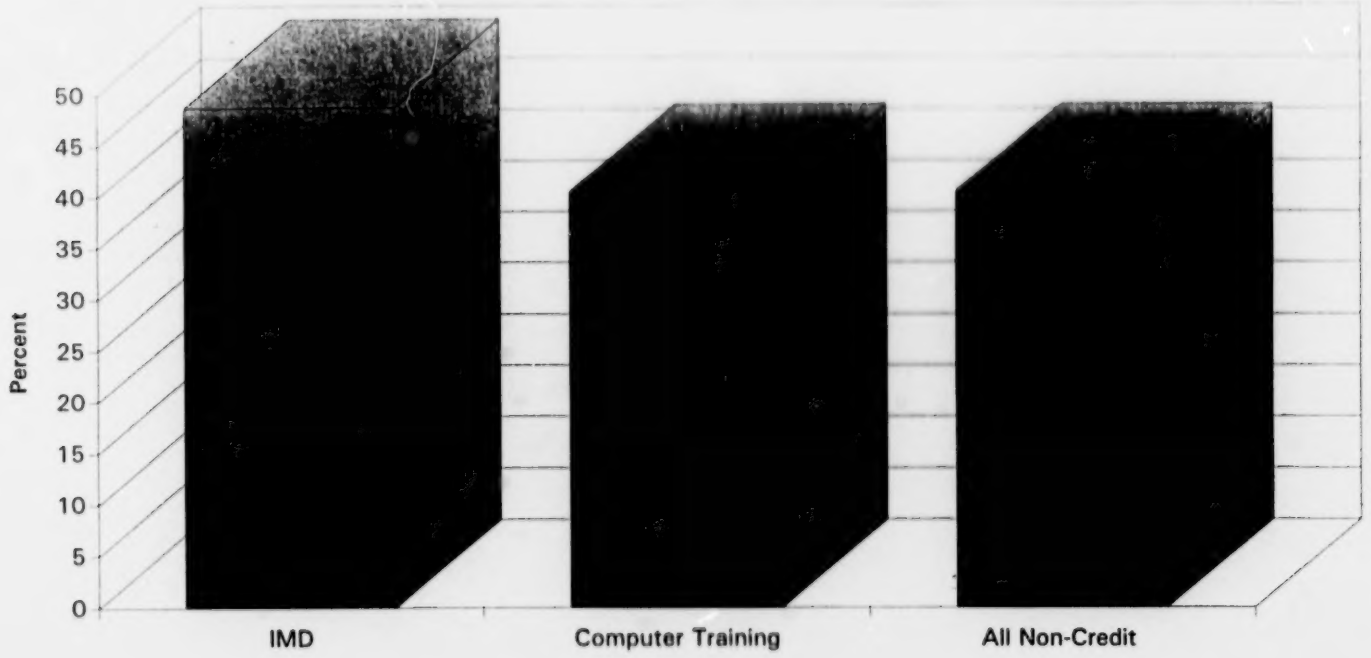
Job Title	N	PCT
Manager	40	36.1
Supervisor	28	25.2
Assistant	28	25.2
Professional	9	8.1
Executive	5	4.5
Low Level	1	.9
Total	111	100.0

What Company Produces	N	PCT
Services	58	50.0
Product	32	27.6
Government Resource	14	12.0
Education	9	7.8
Investment Opportunity	2	1.7
Entertainment	1	.9
Total	116	100.0

Why They Attended the Seminar	N	PCT of 114
- To learn something new	85	74.6
- Career advancement	60	52.6
- To earn continuing education units	27	23.7
- To help student get a job	6	5.3
- Refresher	4	3.5
- Escape work for a while	3	2.6
- Job requirement	2	1.8
- To feel renewed/motivated	1	.9
- Deal with work problem	1	.9

How They Learned about Seminar	N	PCT
- Brochure mailed to business	56	42.7
- Harper College course schedule	31	23.7
- Brochure mailed to home	21	16.0
- Friend/Co-worker	12	9.2
- Supervisor	10	7.6
- Ad/announcement/local newspaper	1	.8
Total	131	100.0

Level of Employment-Comparison PCT: Managers, Executives, Professionals



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Residency of IMD Students

In-District	N	PCT	Sub-Total N	Sub-Total PCT
			57	52.8
- Palatine	13	12.0		
- Schaumburg	12	11.1		
- Arlington Heights	8	7.4		
- Rolling Meadows	5	4.6		
- Mt. Prospect	5	4.6		
- Elk Grove	4	3.7		
- Barrington	2	1.9		
- Wheeling	2	1.9		
- Hoffman Estates	2	1.9		
- Buffalo Grove	2	1.9		
- Inverness	1	.9		
- Hanover Park	1	.9		
Out-of-District				
			51	47.2
- College of DuPage	15	13.9		
- College of Lake County	11	10.2		
- Elgin Community College	9	8.4		
- McHenry Community College	8	7.4		
- Oakton Community College	5	4.6		
- Waubonsee Community College	1	.9		
- Rock Valley Community College	1	.9		
- Out-of-State	1	.9		
Total	108	100.0	108	100.0

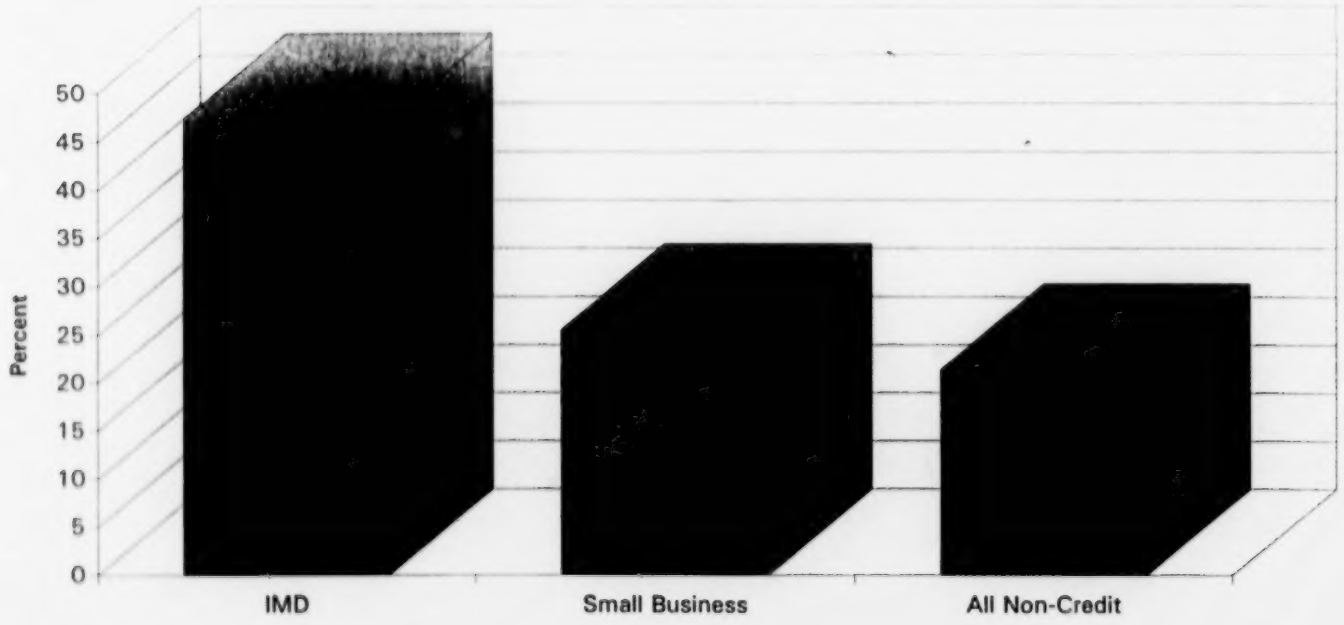
Size of Companies Where IMD Students are Employed

Number of Employees	N	PCT
- 1,000 and greater	20	18.5
- 500 - 999	8	7.4
- 250 - 499	14	13.0
- 100 - 249	20	18.5
- 50 - 99	18	16.7
- 10 - 49	24	22.2
- Under 10	4	3.7
Total	108	100.0

Median Size -- 160 Employees

Location of Employment	N	PCT	Sub-Total N	Sub-Total PCT
In-District			68	59.6
- Schaumburg	20	17.5		
- Rolling Meadows	11	9.6		
- Elk Grove	10	8.8		
- Arlington Heights	8	7.0		
- Palatine	8	7.0		
- Wheeling	4	3.5		
- Buffalo Grove	3	2.6		
- Barrington	2	1.8		
- Hoffman Estates	1	.9		
- Northwest Suburbs	1	.9		

Residency of IMD Students Compared to other Non-Credit Students---Pct living outside Harper's District



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Location of Employment	N	PCT	Sub-Total N	Sub-Total PCT
Out-of-District			46	40.4
- College of DuPage	14	12.3		
- College of Lake County	12	10.5		
- Oakton Community College	7	6.2		
- Chicago Community College	7	6.1		
- Elgin Community College	2.5	2.2		
- McHenry Community College	1	.9		
- Morton Community College	1	.9		
- Waubonsee	.5	.4		
- Out-of-State	1	.9		
Total	114	100.0		

Who Decided They Should Attend the Seminar	N	PCT
- Student did	86	76.1
- Supervisor did	26	23.0
- Owner did	1	.9
Total	113	100.0

Have They Attended Previous Institute for Supervisory and Management Seminars?	N	PCT
Yes	59	52.7
No	53	47.3
Total	112	100.0

For Those Attending Previous Seminars - Their Rating of These Seminars	N	PCT
- Excellent	21	36.2
- Good	36	62.1
- So/So	1	1.7
- Not so good	0	0
- Very bad	0	0
Total	58	100.0

Those Working Toward a Management Continuing Education Certificate	N	PCT
Yes	31	28.4
No	78	71.6
Total	109	100.0

How Participants Expect Seminar to Benefit Them in the Work Place	Average Ranking of Benefit*
• Increase general on-the-job knowledge	1.93
• Increase credentials	3.44
• Increase career opportunities	3.65
• Keep professional standing	4.30
• Increase chances for promotion	4.59
• Increase earning potential	5.03
• Open door to new/different job	5.06

* Ranking: 1 = Most Benefit
7 = Least Benefit

Overall Evaluation of Instruction Received	N	PCT
- Excellent	37	33.6
- Very Good	58	52.8
- Adequate	15	13.6
- Less than adequate	0	0
- Poor	0	0
Total	110	100.0

How Participants Registered for Class	N	PCT
- Registered themselves	90	79.6
- Registered by someone else	23	20.4
Total	113	100.0

Advantages of Harper's Institute for Supervisory and Management Advantage	N	PCT of 111
- Convenience	89	80.2
- Offers what is needed	62	55.9
- Low cost	56	50.5
- High quality instruction	56	50.5
- No advantages	1	.9

For Those Registering Themselves, What The Registering Experience was Like		
Experience	N	Percent of 89
- Easy	76	85.4
- Pleasant	45	50.6
- Quick	45	50.6
- Frustrating	6	6.7
- Difficult	1	1.1
- Long	1	1.1

Suggestions for Additional Courses/Seminars to Encourage Students to Continue in Program

- Fund accounting - I work for a library so while some aspects are very similar, there are some areas that vary a great deal.
- Fostering teamwork with varying personalities coaching employees.
- PC software - WordPerfect, LOTUS, SPSS, SAS
- Team building
- I have not see the curriculum and cannot comment.
- More courses dealing with insurance. Department of Insurance requires 25 hours of continuing education. It would be helpful to have these courses available at Harper.
- Looking for courses for managers training for our company - to round out their experience.
- Presentation skills.
- Courses/seminars for super/assist. With a year or two experience.
- Supervisory, overview employment law, hiring/firing.
- Course on creative problem solving.
- Bridging the "gap" between management and staff - quality customer service.
- Stress reduction courses.
- How to position yourself for advancement into management!
- Presentations in front of groups
- No specific ones.
- I only have time for a seminar every several years - my department is too busy! I do not think I need anything more frequent. I am not looking for a management degree - I just wanted help with my job at hand.
- I would like to be certified in benefit administration or payroll. It would be great if you offered the classes and ultimately, the certification.
- I am very satisfied with the classes you offer.
- More, more, more people skills - mentoring, networking.
- Federal Personnel Management - more on budget or resource management.
- Understanding financial statements/constructing financial statements.
- More computer training
- Collections for small business.
- Writing and orally giving performance evaluations to employees.
- A course for managers/supervisors in complying with the ADA laws.
- Classes aimed at "Small Business".
- Supervisory Management, OSHA government compliance, safety.
- Target all areas of management specifically.
- Diversity and how culture backgrounds play part in attitude towards work - violence in the workplace - legal employment issues - how to conduct most effective background checks on new employees - focus on health care issues - recruitment, hiring options. Often times we, who are in healthcare, attend seminars that end up on focusing more on factory - office sales. Maybe exclusive healthcare seminars would attract many healthcare professionals.

Other Suggestions to Keep Students Coming Back

- Continue to have one-day classes or workshops like the one at NSLS. Very convenient - lunch included, great.
- Knowledge of what kind of credit can be earned for a certificate. I have not seen how it is recorded, how long to accumulate, etc.
- Keep sending the brochure/newspaper schedule of classes to my home.
- Nothing at this time.
- Keep quality of instructors high - varied now.
- Schedule classes so student does not have to arrive/depart during rush hour.
- Continue cooperative with NSLS, North Suburban Library System.
- Get these classes tied in with a BA or Masters program. It is not "worth" my time to take any more without this option. Also for my company it needs to be tied into tuition reimbursement vs. Seminar expense.
- Continue turnover of new ideas, concepts, techniques applicable to business environment.
- Maybe send information about other seminars and other speakers there are to see in person to concur with today's economy. I enjoyed that class - it was really creative. Thanks!
- More seminars with Harper professors as instructors.
- The Management Certificate Program has already kept me coming back to take courses that I probably would not have taken otherwise. I think this is a good idea because I still gathered information that was valuable.
- More library - relevant courses, i.e., patron computer training, staff technology, etc., held at NSLS.
- Increase the frequency that courses are offered.
- Maintain the high level of instruction and offer as many management skill classes as possible.
- More classes offered during day time hours.
- I read the brochures and pass them along to others on our staff-who might benefit from them. Our library has a greater emphasis on library continuing education than on management training.
- Keep up the good work.
- Keep me aware of courses being offered.
- New topics and seminars on mentoring and networking.
- Have instructors spend more time on examples.
- Continue sending class schedules - promote possibly through Federal Job Digest to encourage more Federal Agency use.
- Provide more specific courses - example, sales in a service industry.
- Keep offering a variety of seminars - keep changing them each semester.
- Continue to offer the classes at NSLS in Wheeling. Schedule classes with consideration for religious holidays and business schedules.
- Finding a mentor - for women. How to deal with men in management as a woman and play fairly - getting recognized as a woman.
- Send acknowledgment to superiors announcing individuals participation and accumulative total of CEU's if applicable.
- Increase number of seminars.
- Perhaps offer an "advanced" certificate for those who have completed more than the required and elective courses.
- Include additional courses ba d on student suggestions.
- Do not offer the courses if you . .e going to keep canceling them. You give a time period in which to receive the certificate but yet your courses are canceled regularly. Also, when you change the names of the programs, it makes it difficult to know if you have taken the course before. In receiving my certificate I found that I took two courses that were similar with variations and a new instructor.
- Keep sending brochures and maybe registration by fax!
- Offer expanded categories of certification, i.e., "Human Resource Management", etc.
- Offer classes repeatedly.
- Continue to offer new subjects.

General Comments

- I do not remember any seminar. That is why I did not respond. Filled it out the best I could.
- I have never attended a class - it was canceled. I do not know why I received this survey.
- I completed a survey already in a seminar I attended.

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APPENDIX

- Survey Instrument
- Cover Letter

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398
708-397-3000

Spring 1995

Dear Student in Supervisory and Management Development:

Over a five-year period every academic program at Harper College undergoes evaluation as a part of a Program Review. This year, the Institute for Supervisory and Management Development is being reviewed.

You were identified as being a student in this program and we are asking you to complete the enclosed survey which asks about your background and interest, and your evaluation of the program and how it has helped you fulfill your goals.

Please take a few minutes to answer these questions and return the completed survey instrument in the stamped self-addressed envelope enclosed for your convenience. Since you are part of a sample responding to this survey it is important that everyone respond so that the answers will be representative of all students taking Supervisory and Management Development courses.

Thank you for your cooperation.

Very truly yours,

John A. Lucas, Director
Office of Planning and
Research

jc
Enclosures

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SURVEY OF STUDENTS IN
INSTITUTE FOR SUPERVISORY AND MANAGEMENT DEVELOPMENT

1- Gender
_____ A. Male
_____ B. Female

2- Age
_____ A. Under 21
_____ B. 21 - 25
_____ C. 26 - 35
_____ D. 36 - 45
_____ E. 46 - 61
_____ F. 62 and Older

3- Educational Level
_____ A. Less than High School
_____ B. High School
_____ C. Some College
_____ D. Bachelors Degree
_____ E. Advanced Degree

4- In what town/village/city do you reside? _____

5- Employment Status - Check (x) one.
_____ A. Employed by someone else
_____ B. Unemployed
_____ C. Self-Employed

6- If you are working, what is your job title? Check (x) one.
_____ A. Manager
_____ B. Supervisor
_____ C. Assistant
_____ D. Other: _____

7- In what town/village/city is your place of employment?_____

8- Approximately how many employees work for your company?_____

9- What does your company produce? Check (x) one.
_____ A. Product
_____ B. Service
_____ C. Education
_____ E. Government Resources
_____ F. Other - Specify - _____

10- Why did you decide to attend the seminar? Check (x) all that apply.
_____ A. To learn something new
_____ B. To earn continuing education units - CEU's
_____ C. Career advancement
_____ D. To escape work for a time
_____ E. To help me get a job
_____ F. Other - Specify - _____

11- How did you learn about this seminar? Check (x) one.
_____ A. Brochure mailed to my business
_____ B. Brochure mailed to my home
_____ C. Harper College Course Schedule (newsprint)
_____ D. Friend/Co-worker
_____ E. Supervisor
_____ F. Advertisement/announcement in local newspaper
_____ G. Other - Specify - _____

20- What do you see as the advantages of the Harper College Institute for Supervisory and Management? Check (x) all that apply.

_____ A. Convenience
_____ B. Low cost
_____ C. Offers what I need.
_____ D. High quality instruction
_____ E. Other - Specify - _____

_____

_____

21- What additional courses/seminars would you suggest to encourage your continuing with this program?

_____

_____

_____

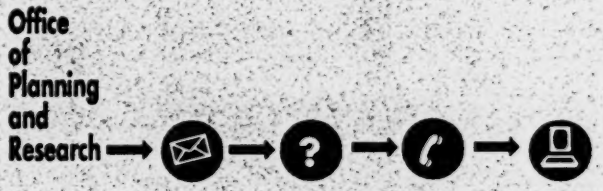
22- What else would you suggest we do to keep you coming back for more training through the Institute for Supervisory and Management Development?

_____

_____

_____

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398



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